DOCUMENT RESUME

ED 330 588 SO 021 000


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TITLE Passing the Torch: A Model School-Community Project.

INSTITUTION American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE 89
CONTRACT G008720289
NOTE 14p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Citizenship Education; Citizenship Responsibility; Community Responsibility; Curriculum Development; Elementary Secondary Education; *Law Related Education; Older Adults; Resource Materials; *School Community Programs; *School Community Relationship; Social Studies; Teaching Methods; United States History
IDENTIFIERS *Bill of Rights; *United States Constitution



ABSTRACT

During the 1988-89 school year, a Bicentennial Model Site Program was conducted by the American Bar Association's Special Committee on Youth Education for Citizenship. This program was designed to improve students' understanding of the U.S. Constitution and the Bill of Rights by forging partnerships between schools and communities at the local level, and to develop effective program models that could be replicated in schools nationwide. One of the school-community projects conducted under the Model Site Program was in Easthampton, Massachusetts. The specific objective of the Easthampton project was to make use of one of the community's most valuable human resources--senior citizens--in elementary, middle, and high school classrooms. This handbook highlights the Easthampton project and is designed to help others develop similar school-community projects. In preparation for the project, teachers attended an in-service course on law related education (LRE) teaching strategies and on making effective use of resource people. Both seniors and teachers later participated in a 1-day institute to focus on the past half-century and to plan grade-appropriate lessons. To assist them, Professor Donald Robinson from Smith College delivered an address entitled "The U.S. in Retrospect: 1939-1989," excerpts from which are included in this document. A wide range of teaching strategies and resources based on the lessons developed by senior citizens and teachers for the Easthampton project also are included, as is an annotated list of publications related to the 1939-1989 period. (DB)



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# Passing the Torch:

## A Model School-Community Project

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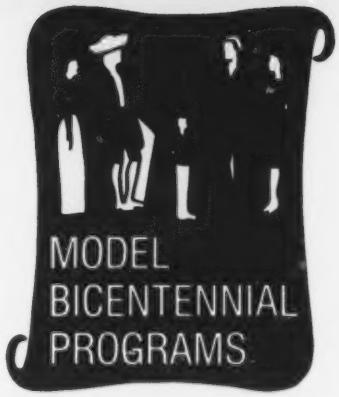


# Passing the Torch: A Model School-Community Project

BY ARLENE F. GALLAGHER AND DONALD ROBINSON

## Introduction

During the 1988-89 school year, the American Bar Association's Special Committee on Youth Education for Citizenship (ABA/YEFC) conducted a Bicentennial Model Site Program with support from the U.S. Department of Education. The objectives of the program were to improve students' understanding of the Constitution and the Bill of Rights by forming partnerships between schools and communities at the local level, and, more broadly, to develop effective program models which could be replicated in schools nationwide. The ABA/YEFC's role was to facilitate and guide local program development by providing technical assistance and resources.

One of the school-community projects conducted under the ABA's Model Site Program was in Easthampton, Massachusetts. The specific objective of the Easthampton project was to make use of one of the community's most valuable "human resources"– senior citizens – in elementary, middle and high school classrooms. Working with teachers and students, senior citizens shared their experiences and reflected on changing perceptions of the responsibilities of citizenship and individual liberties during the last fifty years. In preparation for implementing this project, teachers attended an inservice course on LRE teaching strategies and on making effective use of resource people. The seniors and teachers later participated in a one-day institute to focus on the past half-century and to plan grade-level appropriate lessons. To assist them, Professor Donald Robinson from Smith College in nearby Northampton, delivered an address on "The U.S. in Retrospect: 1939 – 1989." Following his address, teachers and seniors were divided into elementary, middle and high school working groups to develop instructional strategies under the guidance of experienced LRE facilitators. Building upon this extended training and planning, the project culminated with classroom visits by seniors to implement their lessons.

This handbook highlights the Easthampton project and is designed to help others develop similar school-community projects. The authors were key contributors to the success of the project. Excerpts from Donald Robinson's address are included in this handbook. Also included are a wide range of teaching strategies and resources prepared by Arlene Gallagher. Professor Gallagher served as a consultant to the project. Her contribution to this handbook draws upon the lessons developed by senior citizens and teachers for the Easthampton project and reflects concepts and themes treated by Donald Robinson in his address.

For further assistance in developing school programs on the Constitution and the Bill of Rights, contact the ABA/YEFC project staff at (312) 988-5735.

*–Leonne Lizotte and Howard Kaplan*

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Leonne Lizotte, School/Business/Community Partnership Facilitator for the Easthampton School Department, served as the Easthampton project coordinator. Howard Kaplan is the ABA/YEFC's Bicentennial Project Coordinator.

# THE UNITED STATES IN RETROSPECT, 1939–1989
# CHANGING PERCEPTIONS OF RIGHTS AND RESPONSIBILITIES OF CITIZENSHIP

by Professor Donald Robinson

## Major Changes During the Past Half-Century

We have seen some profound changes during this half century, and I want first to underline three of them. The first is that, during this half century, the United States became the leader of the Western Alliance. Paul Kennedy's 1988 book, *The Rise and Fall of the Great Powers*, drew a good deal of notice. Kennedy argued that although the United States had the military might and economic strength to be a major player on the world stage since 1900, we hung back for a half a century, faithful to our own traditions about entangling alliances and standing armies. Finally, however, the great force of our economic and military power prevailed over our long-cherished isolationist values and forced an adjustment in those values. We didn't abandon them entirely, but we were forced to adjust them. As a result, we became a major player on the world stage. This period of maturation as a world power was a very difficult process.

Recall that, in the 1930s, this country was very reluctant to come to grips with the challenges presented by German and Japanese imperialism. We had neutrality legislation making it illegal for us to sell arms to our friends abroad, and in 1937 the nation was slow to respond to Roosevelt's Quarantine Speech; our desire to quarantine aggressors was not strong. By 1939 and 1940, the President was skirting the neutrality laws with increasing boldness, and in 1941 he authorized the lend-lease program with Great Britain.

Editors: Howard F. Kaplan and Jack Wolowiec
Project Director: Mabel C. McKinney-Browning

This handbook is produced by the American Bar Association Special Committee on Youth Education for Citizenship under a grant from the Bicentennial Program Office of the U.S. Department of Education, grant number G008720289. We express our gratitude to the Department for its support of this program.

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The other thing to note is that as late as July 1941, we renewed the military draft, which had been enacted by the House of Representatives a year before by a vote of 203 to 202. Five months before Pearl Harbor we came within one vote of ending the military draft! This was long after Germany had rolled over Poland and France and while the air battle over Britain was going on. We were still deeply committed to isolationism in world affairs and very reluctant to enter into what our founding fathers called "entangling alliances."

And then came World War II: the Japanese attack on Pearl Harbor, and the subsequent declaration of war against the Axis Powers. The important point about World War II from the standpoint of constitutional practice was the decision of the Western allies to name an American to lead the assault on Europe. That was a very important decision, because, until then, Britain had traditionally been the leader of the Western Alliance. Churchill desperately wanted a Briton—Viscount Montgomery—to lead the Allied assault on Europe. Stalin and Roosevelt, and finally Churchill himself, realized that that was wrong, simply wrong. Britain had suffered terrible losses in World War I, and during the first several years of World War II as well. By 1943, she was no longer capable of leading the Western Alliance. She simply did not have the forces to do it. A decision was thus made in 1943 to name General Dwight Eisenhower as the leader of the Allied forces in the 1944 D-Day invasion of Normandy. It was one of the most important decisions of the war. In a way it signaled the most important development of this half century—that America was getting ready to surrender its tradition against entangling alliances, give up its tradition against standing armies, and take the reins of leadership of the Western Alliance, both economically and militarily.

## Retreat from Isolationism

After the war we joined the United Nations. We did not, as we had done after World War I, back away from an alli-

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ance of nations. Instead, we led the effort to maintaining world peace. Let me illustrate this change with the following example: Arthur Vandenburg of Michigan, Chairman of the Senate Foreign Relations Committee, had been an isolationist in the '30s and opposed our involvement in World War II. By 1948, he had become a convert to a new vision of America's role in world affairs. In that year, Senator Vandenburg offered a resolution in the Senate saying that we must engage in collective security arrangements to resist communist aggression. The Vandenburg resolution passed by a vote of 84 to 4. It represented a turning point for America. It set the stage for subsequent decisions by which we entered into NATO, mobilized to intervene militarily in Korea, and, ultimately, supported a standing army, in peacetime and war alike.

By entering into an alliance with our North Atlantic allies, we pledged to regard the territory of those nations as if it were our own. An attack upon any one of them would be perceived as an attack upon us, and we would respond according to our constitutional war-making process. Now that was a fateful decision, given the constitutional process for responding to military attacks.

Under this process, we declare a war in due course, but not initially. Our initial response to an attack is for the president, as commander-in-chief, to mobilize our forces to respond to that attack. The Constitutional Convention in 1787 made it very clear that Congress's power was to "declare" war, not to make war. The verb was changed at the Constitutional Convention in order, said the framers, to make clear that the president had the responsibility "to repel sudden attack." Now, by the NATO treaty, all the territories of Western Europe became, in effect, our own, so that we would respond to a sudden attack upon Copenhagen or Paris in the same way that we respond to a sudden attack upon Staten Island, or the Boston Navy Yard, or San Diego. In such a case, the president would immediately mobilize and commit military forces.

In 1950-52 we entered the Korean Conflict by a decision of the president of the United States. We did not have a defensive alliance with South Korea. We did not have anything comparable to the NATO treaty. But, as various leaders have made clear through the years, the fact that we do not have a defensive alliance with a given nation does not mean that our enemies have a hunting license there. In the attack upon South Korea, Americans perceived a threat to their interests. President Truman, citing the United Nations charter as his support, sent American forces to Korea in response to the aggression.

Consider the constitutional implications. The war in Korea was never declared by Congress. Its legal basis was that we, by virtue of the U.N. charter, had promised to resist aggression in a threatened nation. By that authority Truman committed our forces to the defense of Korea. Constitutionally, the war in Korea was waged by the president on the basis of his own judgment and that of his advisors. It was they who decided that American soldiers must fight and die in Korea in order to protect American interests.

These decisions of the late 1940s and early 1950s altered the constitutional balances permanently, and we have not yet fully come to grips with them. With the War Powers Resolution we tried and fell short. It remains part of our unfinished agenda: how do we adjust our constitutional balances to preserve what Lincoln said was the commitment of our country: that "no one man," with other people who serve at his pleasure, should be able to take our nation to war.

## Economic Developments, New Constraints

The second major change which has occurred during the past half-century is our passage from a situation of economic constraint during the late depression to a period of tremendous affluence during the '60s and '70s and back, finally, in the late '70s and '80s, to a period of constraint. Our present difficulty stems from an unwillingness to accept the constraints indicated by our situation. In the first place, recent economic pressures have been felt unevenly. Many Americans live in extreme affluence, many in extreme poverty, and the rest of us fall somewhere in between.

We have had leaders who tried to talk about the new constraints—the fact that we are no longer the predominant power in the world, but rather one which must adjust to other nations and learn to live within limits. Jimmy Carter was such a president and, I think, he was not admired for his preachments on that subject. Again, we must learn how to live within new limits, determine where we fit, and decide how we're going to adjust while at the same time distributing more equitably the new disciplines that our situation requires.

## The New Pluralism

The third major change of this period has been the increasing pluralism of our culture and our response to it. The civil rights movement of the '50s and '60s and the women's movement of the '60s and '70s were historic events. These movements resulted in significant changes in social relations and political power. You may recall that, toward the end of the 1950s, important voting rights laws were passed to encourage registration of blacks in the South. Another important development during the '50s, in terms of the law of the land was, of course, the 1954 decision in *Brown v. Board of Edu-*

cation. The Supreme Court's remarkable, unanimous decision climaxed a series of decisions that undermined the system of segregated education.

In August 1963, Dr. Martin Luther King, Jr. gave his great "I Have a Dream" speech at the Lincoln Memorial. The March on Washington that he led was a great moment of mobilization, capping the civil rights movement of the '50s and '60s, and its effort to win social and political equality for black citizens. After President Kennedy was killed in Dallas later that year, Lyndon Johnson took office, and there followed a cataclysmic struggle over the Civil Rights Act of 1964. Those old enough will remember that as one of the great legislative struggles in American history, perhaps the single greatest one. It featured a tremendous filibuster and a host of very complicated legislative maneuvers. The result was the July 1964 enactment of the historic Civil Rights Act, which guaranteed non-discrimination in public accommodations. That was its most important feature. It also addressed jobs and housing, but its most important provision was to place federal authority on the side of non-discrimination in public accommodations. The Act's effects are still visible wherever you travel in this country, but particularly in the South.

In the late 1960s the womens' movement also began to gather momentum and became a very significant factor in American life. Betty Freidan's book, *The Feminine Mystique*, was published in 1963. It takes several years for such a book to work its effect. When I was a graduate student, I remember Betty Freidan coming to Cornell to present her ideas and receiving a very mixed response. Gradually the force and importance of what she said began to strike a responsive chord, particularly with women, but with a lot of men as well. During this time, there were various efforts to mobilize politically for non-discriminatory laws involving such issues as equity in pay, among others. These efforts began to take shape and coalesce in the late '60s and early '70s. I think it is fair to say that the womens' movement took the civil rights movement as its model and inspiration. They were part of the same phenomenon.

There's a link between these two movements that's kind of interesting. The 1964 Civil Rights Act was designed primarily to provide support for equal rights for black people. In an effort to deflect and embarrass the proponents of this important law, one of the Southern representatives in the House, Howard Smith of Virginia, added the word "sex" to the clause listing the illegal forms of discrimination. In other words, discrimination on the basis of race, national origin, creed, age—and to these, Congressman Smith added the word "sex"—were all to be prohibited. While his purpose at the time was to create mischief, the effect of his amendment was to put into this basic law a protection against discrimination on the basis of gender. When the Equal Employment Opportunity Commission came into being, it had a mandate to work against not only racial discrimination but also discrimination on the basis of gender.

So, over the past fifty years, new social factors have been introduced into our culture. New segments of the population have assumed leadership roles, something unheard of before. We have had, for example, an Irish-Catholic president. I remember Clinton Rossiter's 1956 book on the American presidency which listed the qualifications necessary to be president. One of them was that you needed to be a Protestant. Yet, within a couple of years, John Kennedy—who was, by the way, a friend of Rossiter's—disproved that proposition.

We have also had a woman—an Italian-American Catholic—nominated by a major party for vice-president. Although her candidacy was unsuccessful, it was, nevertheless, a breakthrough in a number of ways, and a significant event which would have been undreamed of before the 1950s. On the level of popular culture, we have television programs now which would have been unthinkable fifty years ago—had there been television then. For the last several years the most popular program by far has starred a neighbor of ours up in Ashfield, Bill Cosby. His role in that program represents a terrific cultural phenomenon. We have had a black American and now a woman on the Supreme Court. We have seen black mayors elected in Los Angeles, Chicago and even Birmingham, Alabama, if you can believe that from the standpoint of fifty years ago. We have a black, Congressman William Gray of Philadelphia, as the leading budget-maker in the House of Representatives. Charles Rangel, a major player in the House of Representatives, is a leading member of the powerful Ways and Means Committee. We have women senators who are very important players, Nancy Kassebaum of Kansas on the Republican side, and Democrat Barbara Mikulski of Maryland.

One way to symbolize these changes is to examine the actors in the Watergate episode. I remember a book by Jimmy Breslin called *How the Good Guys Won*. It's a wonderfully entertaining, well-written book about Watergate and I encourage you to read it. Breslin points out that the leaders of the effort to bring Richard Nixon to account were ethnic Americans. Leon Jaworski was the special prosecutor. Peter Rodino was the Chairman of the House Judiciary Committee. John Sirica was the judge. Tip O'Neill was a leader in the House and played a major role at that time. It was an occasion when ethnic Americans brought to account a president who had abused his powers, as well as an important symbol of vast cultural changes.

Let me say a few words about the liberties which we enjoy and how they have changed during the past fifty years. I will then talk very briefly about changes in the way we regard responsibilities of citizenship.

## Shifting Interpretations of the Bill of Rights

In terms of the First Amendment, have there been important changes? In the areas of speech and press freedoms, we have seen some clarifications, but they remain perennial issues in American politics. There have been struggles over free speech and free press throughout the 20th century and, indeed, all the way back to the colonial period.

What's new about First Amendment issues are those that involve religion. The reason they're new is that the increasing pluralism in our society has been accompanied by a secularization of American culture. The establishment of religion has always been forbidden by the Constitution. Nevertheless, we have always seen the evidence of it. In most parts of the country, until fairly recently, the school day routinely began with prayer. Our nation's latent Protestant culture was actually quite manifest for a long time. One found evidence of it all around, and it's now being challenged more and more.

The result is a good deal of tension about the meaning of those First Amendment clauses relating to religion which guarantee that Congress will not establish any religion but at the same time guarantee freedom of religious expression. It comes to a point again over school prayer and the whole question of how we can encourage a kind of religiosity in our students if they can't say prayers in school. Washington economist Herbert Stein, a wonderfully witty man, spoke recently about constitutional amendments for school prayer and the desire for a constitutional amendment mandating a balanced budget. He said it might be possible to put the two together. Why not have a constitutional amendment requiring school children to pray for a balanced budget? In any case, these have been difficult issues for Americans.

There have been other changing conditions in our quest to realize the blessings of liberty. Some of the basic rights guaranteed us by the Constitution under the Fourth, Fifth, Sixth, and Eighth Amendments have received a good deal of attention in the last three decades, particularly during the 1960s. The Fourth Amendment protects us against unreasonable searches and seizures; the Fifth Amendment guarantees that we will not be forced to testify against ourselves; the Sixth Amendment provides a right to counsel, and the Eighth Amendment secures us against cruel and unusual punishment.

There were several significant Supreme Court decisions in these areas during the 1960s. *Miranda* guaranteed that people suspected of a crime would be informed of their right to counsel and their right to remain silent. In *Mapp v. Ohio*, a Fourth Amendment case involving unreasonable searches and seizures, the Court ruled that the evidence against Dollree Mapp was found in an illegal and unreasonable search, conducted without a warrant. It introduced the exclusionary rule, based on the notion that the only way to restrain law enforcement officers is to exclude from court any evidence gathered by them in an unreasonable search. With this rule, the Court finally developed a way to induce law enforcement officers to respect Fourth and Fifth Amendment rights.

The Sixth Amendment covers the right to counsel. There are some inspiring cases involving indigent people who have brought their cases to the Supreme Court, writing their appeals more or less on the backs of envelopes and sending them to Supreme Court justices who read them and found their claims meritorious, that they did have a right to counsel, even if they were indigent. Earlier decisions of the Court had limited the right to counsel, but finally, in *Gideon v. Wainwright*, it decided that Clarence Earl Gideon was indeed entitled to counsel, and that he had to be retried, with counsel provided by the judicial system. Anthony Lewis wrote a wonderful book about that case, *Gideon's Trumpet*, which told how the Court came to that decision.

The Eighth Amendment prohibition against cruel and unusual punishments involves the death penalty issue. In 1972, the Supreme Court, in *Furman v. Georgia*, seemed to declare the death penalty unconstitutional, but has since qualified and narrowed that decision. Meanwhile, state legislatures have passed death penalty statutes which skirted *Furman* and a number of people in recent years have been executed for their crimes.

In all these areas we're finding that very difficult adjustments must be made between the rights of the accused and the rights of victims, and indeed the right of all of us to be safe on the streets. These are not simple matters, and they're not yet resolved. We are going to continue to wrestle with these questions of guaranteeing the rights of the accused because our criminal justice system is fallible, and we have got to protect the innocent. On the other hand, we must protect the rest of us in our use of streets and parks and in our homes. Thus, we will find continuing change in this area.

Finally, the whole question of equality under the Constitution remains unfinished business. The Supreme Court has made clear its commitment to nondiscrimination in schools, in employment, and in public accommodations. Both the Congress and the Supreme Court have made clear the national commitment to achieving this goal. The difficulty is that, in order to overcome the effects of two centuries of legally sanctioned discrimination and segregation, we have had to consider programs like affirmative action which compel us to seek out blacks and other minorities—in some cases, women—and adjust for the discrimination they have suffered. Giving them special advantages in order to bring them up to speed has been difficult because, in some cases,

these advantages have come at the expense of people who were not agents of that discrimination.

These are very difficult adjustments and they involve difficult questions of justice. We want a condition of color-blind justice, justice that is not a respecter of persons, justice that is fair and evenhanded, but we need to recognize that we cannot achieve this immediately. We cannot suddenly declare that justice is henceforth going to be fair and evenhanded when for 200 years it has obviously not been. We've got to find ways to lift the victims of discrimination while at the same time not discourage people who are working to establish their own lives who have not themselves been guilty of acts of discrimination.

## The Responsibilities of Citizenship

Citizenship is a topic which deserves a full treatment all by itself. I want to say a couple of things about our responsibility as citizens to vote and to participate in the whole electoral process.

We have seen a revolution in the electoral process in this country, and it has not been an entirely happy one. We live in a time when suffrage has been greatly expanded. Massive numbers of blacks have become enrolled, registered, and now vote. They exert tremendous power, as do other racial minorities. We've seen situations in which blacks and women are running for office and having a good deal of success. These are surely positive developments in our electoral process. We have drawn a much wider range of people into public office and into active citizenship.

Meanwhile, however, we have an electoral process that concerns many of us. Our electoral season is terribly long. During the 1988 presidential campaign, sixteen months elapsed from the first televised debates between the Democratic and Republican candidates in July 1987 until election day. The cost of campaigning is enormous. It is almost impossible for anyone who is not personally wealthy or prepared to do the bidding of wealthy people, to mount a decent run for office, at least at the national level.

The quality of discussion in campaigns has also been a source of concern. The last presidential campaign was marked by very poor discussion of the issues. Meanwhile, in Canada, there was sharp and passionate public debate—not always clean and tidy, but spirited—about the free trade issue and the stand of the parties on that vital issue. Those who were able to observe and compare the two campaigns felt that we in this country have a lot to learn about how to run a national campaign that focuses sharply on important public issues and results in a meaningful mandate.

Voters need to feel they are deciding something important. In Canada that was the case. In the United States, I defy anybody to tell what the mandate was, particularly taking into account the fact that while we elected George Bush, the Republican candidate for president, with 55% of the vote, we also put strong Democratic majorities in both Houses of Congress, a counteracting majority of 55%. What mandate emerges from an election like that? We have a real problem achieving government of, by and for the people in such circumstances.

We nominate our candidates for president by a primary election process. We are the only nation in human history to choose its candidates for chief of state by direct popular election. We've been engaging in this "experiment" since the late 1960s, and it hasn't worked. It's not just me that thinks so; most folks do, and this is the measure: Before 1970, two-thirds of the American people found themselves satisfied with the choices for president offered by the parties. This is not to say that they liked both candidates, but there was at least one that satisfied them. When choosing between Eisenhower and Stevenson, two-thirds found a candidate they liked. Likewise between Kennedy and Nixon. But by the middle '70s, however, the situation turned around. In presidential elections since then, two-thirds of the American people have responded, "There is not a candidate I am happy with; I am not happy with the choice offered." We have an ironic situation: the primary process enables us to engage in the choice of candidates, but we are unhappy with the products of that choice. Clearly, the process is defective and we need to correct it.

I would like to make a final point about our electoral process. Voter turnout has fallen to less than half for presidential elections and far below that for congressional races, about 35% or 38%. Can you imagine? Only 50% of the American people undertake the minimal act of voting for president. By contrast, over the period from 1945 to 1980, the average turnout in Australia was 95% of the eligible electorate; in West Germany, 87%. Turnout in Britain's national elections averaged 77%; Canada, 76%; Japan, 73%. The United States during that same period averaged 59% and is now close to 50%. It is an extremely serious situation that we have in this country, the degree to which voters are not participating even in the election of the president, much less other acts of citizenship. We do need to think about that, as a nation committed to government of, by and for the people.

I don't want to end on a negative note. I think it's been an exciting half-century, one that I've been pleased to live in. I remember the ancient Chinese curse, "May you live in interesting times." We have certainly lived in interesting times. I don't feel cursed by that fact. I feel blessed by it. We live in a country in which it is possible to participate, to criticize, and to make an effort to reform. That effort is one in which I am happy to be heavily involved myself, and one, I know, that many of you are involved in, as well.

# PASSING THE TORCH TO THE STUDENTS:
## Teaching Strategies Using Senior Citizens

by Arlene F. Gallagher

There are several purposes for calling upon senior citizens as resource persons in law-related education for elementary, middle and secondary classrooms. People who have lived in our society for fifty or more years have a wealth of information at their disposal to share with young people. But these resource people are more than "walking encyclopedias" because what they know and remember is steeped with detail that makes wonderful storytelling. By talking with seniors, students acquire a much richer tapestry of our past than any textbook could provide.

## Strategies

The kind of teaching strategy that can be used with senior citizens is limited only by the imaginations of the classroom teacher, the students and the senior citizen. However, those strategies that adhere to what has been learned about effective law-related education will have a greater success rate. Briefly, those are:

- adequate preparation and use of outside resources;
- provision of a sufficient quantity of instruction;
- balanced selection and presentation of case materials;
- proper use of interactive teaching strategies;
- involvement of building administrators; and
- development of professional peer support for teachers.

The following strategies give particular emphasis to use of resource persons and the interactive approach to teaching. Many are adapted from lessons developed for the Easthampton project. They support the assumption that strategies that involve students in a participatory way are more effective and that controversial and timely issues will hold students' attention. The following activities are suggested in the hope that they will stimulate the reader to use them, adapt them, or create others. All deal either directly or indirectly with concepts and themes developed in Professor Robinson's address highlighting events during the period from 1939 to 1989 but some attention to the national and world situation leading up to this period can be useful in setting the stage. Many of today's senior citizens were children and young adults prior to 1939 and their perceptions offer a valuable perspective.

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Perhaps the most important benefit of a program like "Passing the Torch" is the inevitable respect and rapport that develops when seniors and young people come together with a common purpose: to listen to each other and try to understand different perceptions of citizenship.

## Remember the Blind Men and the Elephant?

The following caveat is one to keep in mind when utilizing any resource persons but especially those who are relying on memory.

There is an old folktale about five blind men who are taken to meet an elephant but when they each touch a different part, they have widely differing conclusions about the nature of the elephant. The one who touches the side claims that the elephant is like a wall. The one who touches an ear believes the elephant is like a fan. The one to feel a leg believes the elephant is like a tree while the one who feels the trunk thinks the elephant is like a hose. The fifth blind man who feels the tail is just as far off as the others; he thinks the elephant resembles a broom. Every senior citizen will bring his or her unique perceptions of the past but this is an inherent problem with any method of historical reporting. All history has been written by human beings who gather information, sift through it and select pieces to present to the reader. Though not trained with the scholar's tools of research and organization, the senior citizen's filters are legitimate ones. It is up to the classroom teacher to remember that these "unique primary sources" will remember the times from a particular and distinctly personal point of view.

## Perceptions of Changes

*American Songs and Symbols*

A relatively easy and natural way to focus young students' attention on perceptions of citizenship is to select a familiar song or symbol that relates to patriotism, loyalty or an historical event.

*Saluting the Flag*

Several teachers have used the Pledge of Allegiance to initiate discussions about how the Pledge has changed over the past fifty years. Senior citizens can tell firsthand how the Pledge has changed with the addition of "under God" in the 1950s. Children can analyze the vocabulary of the

Pledge and conduct surveys among other students and adults as to meanings of words such as "allegiance" and "indivisible."

For intermediate grade and high school students this is an excellent opportunity to use the case study approach to review the facts, issues and implications of the following landmark U.S. Supreme Court decisions.

*Relevant Supreme Court Cases*

*West Virginia v. Barnette* (1943)

This case occurred in the midst of World War II, an important context in which to consider the issue of whether school officials have the right to insist that students say the Pledge of Allegiance. When the Jehovah's Witnesses objected to saying the Pledge on the basis that it was against their beliefs, West Virginia school officials refused to accept their offer to say a pledge of allegiance to God and to "respect" the United States flag. The case eventually reached the Supreme Court which decided in favor of the Jehovah's Witnesses on the grounds that it limited their freedom of religion, a right guaranteed by the Constitution of the United States.

*Texas v. Gregory Lee Johnson* (1989)

In this most recent flag case the issue was whether the burning of an American flag was an acceptable expression of political protest. Although the Court did find that this was a protected form of freedom of speech, there remains considerable controversy about how the flag should be treated.

*Changes in the Flag*

The flag's appearance has changed considerably over the years and a speaker knowledgeable about these changes can be an excellent classroom resource. The following questions can be addressed either by the resource person or can be used to focus students' research:

–What is appropriate flag etiquette?

–What happens to a flag when it is worn, torn or out of date?

–How do changes in the flag come about? Who decides and what is the basis of their decision?

Peter Spier's book *The Star-Spangled Banner* contains illustrations of flags of the American Revolution and those of the United States of America. The illustrations are excellent for examining differences and flag nomenclature.

In order to develop the concept of symbolism, elementary students can design and create their own flags by deciding what values and ideas are important to the students in the class and what symbols would best represent those concepts.

*Patriotic Songs*

Many teachers find it valuable to analyze patriotic songs and research how they were written and became popular. Again, Peter Spier's book *The Star-Spangled Banner* is an excellent resource, particularly the section that includes detailed history.

An Easthampton class discussed the meaning of *America the Beautiful*, focusing on the difference between "greatness" and "goodness." The resource person who worked with this class presented a slide lecture of scenes from across the United States encouraging students to think in terms of their responsibility to this country.

*The Depression*

One eighth grade classroom studying the Depression years invited to class an elderly couple that had lived through that time. What proved especially interesting was that the couple offered extremely different descriptions of those times. This was largely because she was living on a farm and didn't witness the kinds of shortages or the bread lines that he had seen in the city. The fact that their recollections were so different raised interesting questions for research into how people survived these years and how the Depression affected people in different ways.

*Helping Others in the Community*

Second and third grade students discussed ways in which people do or do not show consideration for others. The lesson began with students and the senior citizen listing activities under the heading "My Chores" and talking about responsibilities. A discussion between the children and the seniors focused on similarities and differences in the chores children are and were expected to do.

We have all experienced the differing degrees of friendliness and openness that exist in small towns and in cities. As our society has become more urbanized people feel less connected to their neighbors and less obligated to be considerate of them. These primary grade students developed a project that included making gift baskets and bringing them to the elderly. Although the basket making was a fine project, the discussions the children had when they delivered the baskets were perhaps the most valuable part of the activity. In this way, children learned how elderly in their community are living and were able to have conversations with them on a variety of topics, including how chores and responsibilities have changed.

*Choosing Topics for Relevance to Your Community*

As a first step in planning to use senior citizens as resources it is helpful to think about the unique characteristics of your own community. This will aid in selecting topics that are relevant to the seniors who have lived in your community for fifty or more years. What is relevant for seniors in small rural communities in the Northeast may be very different from topics of interest to seniors in the Midwest. It is wise to go with the strengths and interests of your particular com-

munity and supplement students' background with information from other sources. Literature has been identified for a number of topics which can help bring events and times to life for students.

*Topics Relevant to Your Students and to the Curriculum*

In secondary and middle schools it is easier for teachers to find topics that fit with the social studies curriculum. In elementary schools, however, there is more variety in what is included in social studies at different grades levels. But all students are concerned about discipline and punishment, practices which have changed considerably over the past half-century.

A number of elementary teachers found their students to be very interested in comparing school discipline practices and perceptions that senior citizens experienced to those that exist today. One class presented "Miss Louisa and the Outlaws", a play about courage and classroom control. A group of outlaws invades her classroom, but Miss Louisa puts them in their place, never giving in to their threats. She tricks the outlaws, resulting in their capture by the sheriff. Miss Louisa is a model of control and discipline, but also of courage.

Students and senior citizens enjoy comparing rules that governed classrooms in the past and today. They can also discuss how responsibilities for both students and teachers have changed over the years. As a follow-up, young students can draw pictures of classrooms "then and now."

*The American Labor Movement*

Senior citizens are exceilent resources for interchange about the events of this period and their effect on peoples' lives. Those seniors whose personal and family lives were most affected will have strong recollections, rich in detail.

Literature set during this period offers background and perspective for elementary and secondary students. For intermediate grade students *Trouble at the Mines* describes the miners' strike of 1898 in Pennsylvania and the life of a remarkable union organizer, Mother Jones. Young adults can learn about child labor firsthand by reading *Breaker*, a novel set in coal-mining country which describes attitudes toward newly arrived immigrants and how their food and customs were seen as peculiar to those who had themselves immigrated not too long ago.

Either of these books can be read to or by a class prior to a visit from a senior citizen. The resource person will be able to relate events in his or her parents's lives, or perhaps in the lives of their grandparents. Photo albums or newspaper clippings from the period are excellent ways to recall the times.

*World War II and After*

This war touched the lives of many people living today either directly or indirectly. *Crutches* is a young adult novel set in Vienna at the end of World War II. It is about Thomas, a young man trying to find his mother. Thomas was one of many people who were wandering through cities that lay in ruins. A fellow wanderer, a one-legged man who calls himself Crutches, gives aid to Thomas.

There are a number of books that are set either during the period of World War II, or immediately following, that can serve as springboards for discussion between students and senior citizens. Prior reading of any one of the titles identified at the end of this article by both students and the senior citizen can provide a basis for questions such as:

–How does the author's perspective on the times compare to the senior's perception?

–How did people know about events that were taking place?

–How accurate was newspaper reporting at the time?

–Were the major events mentioned in the novel reported in the news?

*Foreign Aid and Alliances*

In the past half-century there have been many debates about foreign aid, about relationships with other nations, and about arms reduction. Here again literature that deals with these themes can be used to conduct discussions and classroom debates.

*Doctor Desoto* is a picture book that at first does not appear to have anything to do with foreign aid. However, it does raise questions about helping others, especially others that may use that aid either against you or against those of your kind. The story is about a mouse dentist who has to decide whether to help a fox who has a very bad tooth. While on the surface this seems a simple story about a character faced with a dilemma, the tale has an allegorical quality that raises rhetorical questions: Are we obligated to help those who are suffering? And what if, in giving that aid, we inadvertently are enabling someone to do us harm?

*The Butter Battle Book* is another children's book that employs an allegorical style to present the issue of war and escalation of weapons of war. It continues to be controversial among educators, some of whom believe it appropriate for young children, while others find it inappropriate or a poorly drawn analogy for the differences between the major powers. Appropriateness aside, the book clearly raises controversial questions about political and military issues.

The book is about creatures whose differences keep them apart, resulting in arms escalation to the point where each side has developed a bomb. The book does not end "happily ever after" nor does it end in destruction; its conclusion is open-ended.

*The Butter Battle Book* can provide a good foundation for discussion about First Amendment freedoms. Should it be available to young audiences? Does it encourage hostilities? Is this an appropriate topic for elementary school children?

*The Civil Rights Movement*

The U. S. Supreme Court decision in *Brown v. Board of Education* said that separate was inherently unequal. It resulted in desegregation of public schools but not without a great deal of pain and suffering. *Separate, Not Equal* allows a young adult reader to stand in the shoes of a young black girl who is one of six students to integrate a previously all-white high school. The story gives a human dimension to the Supreme Court decision and helps the reader to understand that a declaration of equal treatment is not the end of the story.

Many of us who were alive in 1954 can remember those times well. Although there are a number of young adult novels that help bring the '50s to life, there are few on the topic of segregation written for the elementary school student. One book for the intermediate grade reader is *The Gold Cadillac*, a story about civil rights set in the 1950s. The father of a black family living in Toledo, Ohio brings home a new gold Cadillac. He is excited about driving his family to visit relatives in Mississippi and does so despite warnings from friends and neighbors that a black man driving a Cadillac in the South can expect trouble. Instead of admiring glances, the family finds restaurants, motels and drinking fountains marked with signs stating "COLORED NOT ALLOWED." White policemen are suspicious of a black family driving such a beautiful car and arrest the father. This is a poignant story of a closely-knit black family's first encounter with ignorance and prejudice. Eleven of the book's 43 pages are filled with dramatic sepia illustrations that evoke the 1950s. It is a book to be read aloud.

*The Impact of the Judiciary*

The past fifty years offer many examples of the impact of the judiciary. There are a number of landmark cases addressing the topics dealt with in Professor Robinson's article, such as freedom of belief, freedom of expression, separation of powers, citizenship and voting, equal opportunity, and rights of the accused. The following are but a sampling of those that would be appropriate for study by upper elementary and high school students.

*Relevant Landmark Supreme Court Cases 1939–1989*

Perceptions of citizenship are reflected in the major judicial decisions of a period. Those decisions influence people's attitudes, and, in time, alter their perceptions. The following cases can be used to help students focus on the controversial issues of the last half-century.

## THE THIRTIES

*Rights of the Accused:*
*Jury Trial and the Exclusion of Blacks*

*Norris v. Alabama* (1935)

Clarence Norris was one of the famous "Scottsboro Boys" who were tried for the repeated rape of two white girls while on a train passing through Scottsboro, Alabama. The affair generated two landmark constitutional cases that eventually reached the Supreme Court. In one of them, Norris claimed that his rights under the Fourteenth Amendment had been violated by the systematic exclusion of blacks from the jury. The Court ruled in his favor.

## THE FORTIES

*Citizenship: Detention of Japanese Americans*

*Korematsu v. United States* (1944)

The surprise Japanese attack on Pearl Harbor took place on December 7, 1941. Many Americans feared a Japanese invasion of the West Coast and doubted the loyalty of the 110,000 people of Japanese descent living there. Fred Korematsu, a Japanese-American who had lived all his life in California, refused to go to an assembly area when ordered to appear for relocation. He was arrested by U. S. Military Police, convicted of violating an evacuation order, placed on probation for five years and sent to a relocation camp in Utah. His appeal eventually came to the Supreme Court where he argued that he was a loyal American citizen entitled to be judged on his own actions – not on what other Japanese-Americans might do. He said the evacuation order had deprived him of his rights, under the Fifth Amendment, of liberty and property "without due process of law." The Court, by a vote of 6-3, upheld the conviction and stated in its majority opinion that the evacuation order did not exceed the war powers of Congress and the President. Further, it found that Congress must rely on the judgment of the military regarding what is a threat to the nation during times of war. In 1983, a federal district court judge in San Francisco overturned Korematsu's conviction.

## THE FIFTIES

*Brown v. Board of Education* (1954)

Linda Brown was an eight-year-old black girl who went to a school 21 blocks from her home because she could not attend a white elementary school only five blocks away. Her parents complained that separate schools had a harmful effect on children. The school district in Topeka, Kansas argued that the schools were equal and that according to the Supreme Court's 1896 ruling in *Plessy v. Ferguson*, sepa-

rate but equal was constitutional. The Court ruled unanimously in favor of Linda Brown, overruling the Plessy decision as it applied to schools. The Court's opinion argued that the "separate but equal" doctrine had no place in schools because separate educational facilities are inherently unequal.

### THE SIXTIES

The 1960s are represented by a number of cases on the rights of the accused, including *Gideon v. Wainwright* (1963) (the right to free counsel); *Miranda v. Arizona* (1966) (pretrial rights); and *In re Gault* (1967) (juvenile rights).

In addition to these cases, one that has particular relevance for high school students is *Tinker v. Des Moines School District* (1969) in which students who wore black armbands to protest the Vietnam War were suspended from school. The Supreme Court found that the wearing of armbands was a lawful form of expression.

### THE SEVENTIES

*United States v. Nixon* (1974)
This case provides an excellent background for a discussion of federal power and executive privilege. When the U. S. Supreme Court ruled 8-0 against President Nixon, it directed him to turn over all 64 tapes of conversations between the President and his advisers.

### THE EIGHTIES

*Texas v. Johnson* (1989)
This is perhaps the most important flag case since the landmark 1943 flag salute case. Johnson burned an American flag as a form of political protest during the 1984 Republican National Convention. He was convicted of desecrating a venerated object. In overturning Johnson's conviction, the Court highlighted the principle underlying the First Amendment, namely, that the government may not prohibit the expression of an idea simply because society finds it offensive or disagreeable.

## References: Literature Related to the Period 1939–1989

*Patriotism*

Spier, Peter. *The Star-Spangled Banner.* (1973). New York: Doubleday. Primary and intermediate.

This book includes full-page illustrations depicting the words of the national anthem, music and words for all of the stanzas, as well as a detailed history about how the song came to be written.

*World War II*

Hartling, Peter. *Crutches.* (1988). Lothrop, Lee and Shepard. Intermediate and young adult.

(See description on page 9.)

Houston, Jean. *Farewell to Manzanar.* (1973). Bantam.

This is a true story seen through the eyes of Jeannie, a Japanese-American child whose family spent four years at the Manzanar internment camp during World War II. For her father, the worst part of the experience was not so much the hardships, though there were many, but the charge of disloyalty. The author writes: "For a man raised in Japan, there was no greater disgrace." Once released, the ordeal was not over for these families. Jeannie, in sixth grade at the time, dreads the return to California because she fears abuse. What she finds instead is indifference. People simply did not see her as a person. "They wouldn't see me, they would see the slant-eyed face, the Oriental. This is what accounts in part for the entire evacuation. You cannot deport 110,000 people unless you stop seeing them as individuals."

Kerr, Judith. *When Hitler Stole Pink Rabbit.* (1972) New York: Coward, McCann & Geoghegan, Inc. Intermediate.

To nine-year-old Anna, being Jewish was just something you were because your parents and grandparents were Jewish. Then one day her father is missing and her mother rushes the rest of the family out of Germany to Switzerland. This first book of a trilogy starting in 1933 is a moving and realistic novel based on the author's childhood experience.

Kerr, Judith. *The Other Way Round.* (1975) New York: Coward, McCann & Geoghegan, Inc. Intermediate.

Anna and her family are among the many refugees living in wartime London in the early 1940s. Forced to flee Germany because of their Jewish ancestry and her father's political writings, 15-year-old Anna begins to carve out a new life. As with *When Hitler Stole Pink Rabbit*, this book is derived in part from the author's own experiences.

Kerr, Judith. *A Small Person Far Away.* (1978) New York: Coward, McCann & Geoghegan, Inc. Intermediate, young adult and adult.

This novel completes the story of Anna begun in *When Hitler Stole Pink Rabbit* and continued in *The Other Way Round.* Anna, now married in England, is forced to return to Berlin at the height of the Hungary-Suez crisis. Faced

with questions of life and death, she rediscovers the past she had so long ago shut away. This book is for adults as well as for young readers.

Provost, Gary. *David and Max*. (1988). Jewish Publication Society. Intermediate and young adult.

Set on Plum Island off Massachusetts, *David and Max* concerns David and his grandfather, Max, a survivor of the Holocaust. Max helps David understand how survivors felt guilty because they survived and how guilt of such magnitude can take away life as surely as illness. When Max sees a friend he had presumed dead in the Holocaust, David tries to locate him and through his search finds out about the terrible years during World War II.

Richter, Hans Peter. *Friedrich*. (1961) New York: Dell. Intermediate and young adult.

Friedrich, a young Jewish boy, and his best friend grow up in Germany in the 1930s. The terror and tragedy experienced by German Jews is vividly told from a child's point of view.

Rostkowski, Margaret. *After the Dancing Days*. (1986). Harper and Row. Intermediate and young adult.

In the aftermath of World War II, 13-year-old Annie develops a friendship with a disfigured soldier. Her mother objects to the friendship but Annie persists in maintaining it. The book deals with the themes of heroism, patriotism, and the physically handicapped.

Siegal, Aranka. *Upon the Head of a Goat: A Childhood in Hungary*. (1981). Intermediate and young adult.

The year is 1944. Thirteen-year-old Piri and her family are herded by the Nazis into an impromptu ghetto in Hungary to await trains that will take them to the work camps in Germany. This is a forceful, first-hand account of the Holocaust seen through the eyes of an innocent child written by a woman who later emigrated to the United States.

Siegal, Aranka. *Grace in the Wilderness: After the Liberation 1945–1948*. (1985). Intermediate and young adult.

The sequel to *Upon the Head of a Goat* finds 15-year-old Piri liberated from a German concentration camp at the end of World War II. She starts a new life as a Jew in Sweden but is haunted by the memory of her ordeal.

*The Depression*

Cannon, Bettie. *A Bellsong for Sarah Raines*. (1987). Charles Scribner's Sons. Young adult.

Living in a small Kentucky town during the Depression, 14-year-old Sarah is recovering from the sadness of her father's suicide. Although the Methodist church bell is rung at the death of every townsperson, it never rings for her father who died in disgrace in a Northern city. In this richly textured novel Sarah learns how to celebrate her father's life.

*Allegorical Books for Children and Adults*

Dr. Seuss. *The Butter Battle Book*. (1984). New York: Random House, Inc. All ages.

(See description on page 9).

Steig, William. *Doctor DeSoto*. (1982). New York: Farrar, Straus, and Giroux. All ages.

(See description on page 9).

*Civil Rights*

Fenton, Edward. *Morning of the Gods*. (1987). New York: Delacorte Press. Intermediate and young adult.

In the early 1970s Carla leaves New York to spend the spring and summer in what appears to be a peaceful Greek village. Stories about ancient Greek myths come alive as Carla gets to know the relatives with whom she is staying. Greece, however, is ruled by a junta of colonels: a dictatorship. Carla meets Lefteris whose family was torn apart by the colonels' coup. The repressive regime becomes real to her as the police start to watch Lefteris and his meetings with Carla, giving her an appreciation of the freedom she took for granted in the United States. Carla makes her own statement in defense of freedom in Greece and finds a way to act against the colonels.

Herlihy, Dirlie. *Ludie's Song*. (1988) New York: Dial Press. Intermediate and young adult.

Set in rural Georgia in the 1950s this is the story of Marty, a 13-year-old, and the consequences of her friendship with a black family. She meets a disfigured black child whose artistic ability is so striking that when Marty pretends it is her own work, she receives great praise.

Taylor, Mildred. *The Gold Cadillac*. (1987). New York: Dial Press. Intermediate and young adult.

(See description on page 10.)

Wilkinson, Brenda. *Separate, Not Equal*. (1987). New York: Harper and Row. Intermediate and young adult.

Seventeen-year-old Malene Freeman finds herself caught in the crossfire in a Georgia town faced with school integration. After her sharecropper parents die in a fire, Malene's adoptive parents insist that she be among the six black students to integrate the all-white high school. When dogs attack Malene, and bomb threats disrupt the school, a tense search involves the irate black community. The story personalizes an explosive period in civil rights history.